

## Year 1 Writing NC

| NC Spelling                                                                                                                                                                                                                             | NC Handwriting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | NC Writing - composition<br><i>Write sentences by:</i>                                    | NC Writing - vocab,<br>grammar, punctuation                                                                                                                                          |
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| words containing each of the <b>40+ phonemes</b> already taught                                                                                                                                                                         | sit correctly at a table, holding a pencil comfortably and correctly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>saying out loud</b> what they are going to write about                                 | leaving spaces between words                                                                                                                                                         |
| <b>common exception words</b><br>the a do to today of said says are were was is his has<br>I you your they be he me she we no go so by my here<br>there where love come some one once ask friend<br>school put push pull full house our | begin to form lower-case letters in the correct direction, starting and finishing in the right place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>composing</b> a sentence orally before writing it                                      | joining words and joining clauses using <b>and</b>                                                                                                                                   |
| the <b>days</b> of the week                                                                                                                                                                                                             | form capital letters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>sequencing</b> sentences to form short narratives                                      | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <b>ABC . ? !</b>                                                          |
| <b>letters of the alphabet:</b> using letter names to distinguish between alternative spellings of the same sound                                                                                                                       | form digits 0-9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>re-reading</b> what they have written to check that it makes sense                     | using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                                                                               |
| using the spelling rule for <b>adding -s or -es as the plural</b> marker for nouns and the third person singular marker for verbs                                                                                                       | understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>discuss</b> what they have written with the teacher or other pupils                    | learning the grammar for year 1 in English Appendix 2:<br><b>plural</b> noun suffixes <b>-s</b> or <b>-es</b><br>Suffixes <b>-ing, -ed, -er</b> and <b>-est</b><br><b>Prefix -un</b> |
| using the <b>prefix un-</b>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>read aloud</b> their writing clearly enough to be heard by their peers and the teacher |                                                                                                                                                                                      |
| using <b>-ing, -ed, -er</b> and <b>-est</b> where no change is needed in the spelling of root words                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                           | use the grammatical terminology in English Appendix 2 in discussing their writing                                                                                                    |
| apply simple spelling rules and guidance:<br><b>ll ss ff zz ck nk tch ve i=y ph wh syllables compound words</b>                                                                                                                         | <b>Principles for writing a sentence to be used to lead into sentence writing and NC skills:</b><br><u>Prior to sentence writing:</u><br>*Hear and write individual phonemes    *Hear and write phonemes in 3&4 letter words    *Secure pencil grip<br><br><u>Principles of 'recording a sentence':</u><br>*A complete idea (orally) - know how many words are in your sentence<br>*A complete idea (scribed), by:<br>✓Words in order - know how many words are in your sentence    ✓Word building using phonics/tricky word knowledge<br>✓Finger spaces between each word    ✓Mark the sentence boundaries with punctuation |                                                                                           |                                                                                                                                                                                      |
| write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                           |                                                                                                                                                                                      |

Common exception words: Phase 2 (10) Phase 3 (9) Phase 3/4 (10) Phase 5 (2) Non phonic linked CEW (14) 45 words total

## NC Appendix 2 – Year 1

## NC Spelling vowel digraphs/trigraphs

| Year 1: Detail of content to be introduced (statutory requirement) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Word</b>                                                        | Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun<br><br><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )<br>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ] |
| <b>Sentence</b>                                                    | How <b>words</b> can combine to make <b>sentences</b><br>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Text</b>                                                        | Sequencing <b>sentences</b> to form short narratives                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Punctuation</b>                                                 | Separation of <b>words</b> with spaces<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br>Capital letters for names and for the personal <b>pronoun I</b>                                                                                                                                                                                                                                                                |
| <b>Terminology for pupils</b>                                      | letter, capital letter<br>word, singular, plural<br>sentence<br>punctuation, full stop, question mark, exclamation mark                                                                                                                                                                                                                                                                                                                                                                     |

| Vowel digraphs and trigraphs | Rules and guidance (non-statutory)                                                                 | Example words (non-statutory)                                          |
|------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| ai, oi                       | The digraphs ai and oi are virtually never used at the end of English words.                       | rain, wait, train, paid, afraid<br>oil, join, coin, point, soil        |
| ay, oy                       | <b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay<br>boy, toy, enjoy, annoy                    |
| a-e                          |                                                                                                    | made, came, same, take, safe                                           |
| e-e                          |                                                                                                    | these, theme, complete                                                 |
| i-e                          |                                                                                                    | five, ride, like, time, side                                           |
| o-e                          |                                                                                                    | home, those, woke, hope, hole                                          |
| u-e                          | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .                       | June, rule, rude, use, tube, tune                                      |
| ar                           |                                                                                                    | car, start, park, arm, garden                                          |
| ee                           |                                                                                                    | see, tree, green, meet, week                                           |
| ea (/i:/)                    |                                                                                                    | sea, dream, meat, each, read (present tense)                           |
| ea (/ɛ/)                     |                                                                                                    | head, bread, meant, instead, read (past tense)                         |
| er (/ɜ:/)                    |                                                                                                    | (stressed sound): her, term, verb, person                              |
| er (/ə/)                     |                                                                                                    | (unstressed <i>schwa</i> sound): better, under, summer, winter, sister |
| ir                           |                                                                                                    | girl, bird, shirt, first, third                                        |
| ur                           |                                                                                                    | turn, hurt, church, burst, Thursday                                    |

| Vowel digraphs and trigraphs       | Rules and guidance (non-statutory)                                                                                                                                                                        | Example words (non-statutory)                                                                                                        |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| oo (/u:/)                          | Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>                                          | food, pool, moon, zoo, soon                                                                                                          |
| oo (/ʊ/)                           |                                                                                                                                                                                                           | book, took, foot, wood, good                                                                                                         |
| oa                                 | The digraph <b>oa</b> is very rare at the end of an English word.                                                                                                                                         | boat, coat, road, coach, goal                                                                                                        |
| oe                                 |                                                                                                                                                                                                           | toe, goes                                                                                                                            |
| ou                                 | The only common English word ending in <b>ou</b> is <i>you</i> .                                                                                                                                          | out, about, mouth, around, sound                                                                                                     |
| ow (/aʊ/)<br>ow (/əʊ/)<br>ue<br>ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> . | now, how, brown, down, town<br>own, blow, snow, grow, show<br>blue, clue, true, rescue, Tuesday<br>new, few, grew, flew, drew, threw |
| ie (/aɪ/)                          |                                                                                                                                                                                                           | lie, tie, pie, cried, tried, dried                                                                                                   |
| ie (/i:/)                          |                                                                                                                                                                                                           | chief, field, thief                                                                                                                  |
| igh                                |                                                                                                                                                                                                           | high, night, light, bright, right                                                                                                    |
| or                                 |                                                                                                                                                                                                           | for, short, born, horse, morning                                                                                                     |
| ore                                |                                                                                                                                                                                                           | more, score, before, wore, shore                                                                                                     |
| aw                                 |                                                                                                                                                                                                           | saw, draw, yawn, crawl                                                                                                               |
| au                                 |                                                                                                                                                                                                           | author, August, dinosaur, astronaut                                                                                                  |
| air                                |                                                                                                                                                                                                           | air, fair, pair, hair, chair                                                                                                         |
| ear                                |                                                                                                                                                                                                           | dear, hear, beard, near, year                                                                                                        |
| ear (/ɛə/)                         |                                                                                                                                                                                                           | bear, pear, wear                                                                                                                     |
| are (/ɛə/)                         |                                                                                                                                                                                                           | bare, dare, care, share, scared                                                                                                      |